

# COACHING REFERENCE

## PARAPHRASING

### Acknowledge and Clarify

- So, you're feeling \_\_\_\_\_
- You're noticing that \_\_\_\_\_
- In other words \_\_\_\_\_
- Hmm, you're suggesting that \_\_\_\_\_

### Summarize and Organize

- So, there seems to be two key issues here \_\_\_\_\_ and \_\_\_\_\_
- On the one hand, there is \_\_\_\_\_ and on the other hand, there is \_\_\_\_\_
- For you then, several themes are emerging; \_\_\_\_\_
- It seems you're considering a sequence of hierarchy here; \_\_\_\_\_

### Shifting Level of Abstraction

#### Shifting UP

category	assumption
value	goal
belief	intention

#### Shifting DOWN

example	choice
non-example	action
strategy	option

### CONVERSATION STARTERS

- So, as you reflect on this lesson, what were some of the learning outcomes you had in mind for your students?
- What is your sense of how students are meeting the goals for learning?
- Based on this experience, what advice would you give to someone about to do something similar?
- What are some of the factors that influenced what happened?
- What might be some evidence that students achieved or didn't achieve the outcomes?
- How might you describe any differences between what you anticipated and what occurred?

## QUESTIONING

### Invitation

How might you...  
 What would...  
 What are some...  
 As you...  
 In what ways...  
 What might be some...  
 What seems...  
 What is your sense of...

### Cognition

predictions  
 inferences  
 conclusions  
 generalizations  
 comparisons  
 pattern  
 contrasts  
 hypotheses  
 examples  
 reflections

### Topic

student work  
 assessment results  
 performance standards  
 observations  
 concerns  
 student behavior  
 lesson  
 event  
 curriculum  
 materials

## DON'T

### Stems to Avoid

Can you...	Did you...
Will you...	Have you...

### Syntactical Substitutions

the.....some	is.....seems
could.....might	why.....what